

School inspection report

29 April to 1 May 2025

Cambridge Arts and Sciences (CATS and CSVPA)

1 High Street
Chesterton
Cambridge
CB4 1NQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
AREAS FOR ACTION.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	8
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	10
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	12
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	14
SAFEGUARDING	15
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHEDULE OF UNMET STANDARDS	16
<i>Section 1: Leadership and management, and governance</i>	<i>16</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing</i>	<i>16</i>
<i>Safeguarding</i>	<i>17</i>
SCHOOL DETAILS	18
INFORMATION ABOUT THE SCHOOL.....	19
INSPECTION DETAILS	20

Summary of inspection findings

1. Governors and leaders do not ensure that the Standards are met.
2. Leaders do not rigorously embed a culture of safeguarding at CATS. Leaders do not ensure that all pupils know the names of the designated safeguarding leads (DSLs), with the result that pupils do not have a clear understanding of who they should go to with concerns. Inaccurate contact details for members of staff with responsibility for safeguarding are made available to visitors and displayed in some parts of the school.
3. Leaders do not ensure that the systems in place for filtering and monitoring of pupils' internet use are effective.
4. Leaders do not ensure that all staff at CATS have an appropriate knowledge and understanding of statutory safeguarding guidance. Leaders do not check that all staff understand their duties in terms of reporting low-level concerns or sharing information with regard to the 'Prevent' duty in relation to potential extremism or risk of radicalisation.
5. Leaders do not ensure that boarders living on the CATS campus are provided with the means of hygienically preparing their own food at reasonable times.
6. Leaders do not ensure that pupils always receive teaching from teachers with suitable subject knowledge in all subject areas. As a result, pupils' progress in these subjects is hindered.
7. The school provides all necessary information to parents and external bodies and has an appropriate complaints procedure.
8. Leaders show a secure understanding of the aptitudes of pupils and provide appropriate curriculums in CATS Cambridge and Cambridge School of Visual and Performing Arts (CSVPA).
9. However, the identified needs of pupils who have special educational needs and/or disabilities (SEND) are not consistently met in lessons at CATS, and as a result these pupils do not always make the progress of which they are capable in their lessons.
10. Teachers plan lessons well. Pupils apply themselves well to tasks set by their teachers and to their private studies. As a result, pupils make good progress and are successful in their applications to university. However, teachers do not always plan for effective learning during pupils' personal tutor time provided at CATS.
11. The school assessment framework allows leaders to track individual pupils' progress. However, leaders do not monitor the progress of key groups in the school, such as those pupils who have SEND. As a result, leaders do not effectively guide teachers about ways in which to improve the progress of pupils who have SEND.
12. Pupils behave well and show each other respect. Leaders deal promptly with the few instances of misbehaviour or bullying that occur.
13. Boarding and school accommodation is well maintained, and leaders ensure that health and safety Standards are met, although current health and safety documentation does not always reflect that

CATS and CSVPA are run as separate entities. As a result, lines of communication and responsibility are not made clear to staff.

14. School careers advice about university choices is effective. However, pupils do not receive sufficient levels of guidance regarding non-university options and possible career routes after university.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- staff have secure knowledge of their safeguarding duties and responsibilities
- boarding staff are immediately alerted about potential misuse of the internet by pupils through the filtering and monitoring system
- pupils and visitors know the identities and contact details of the DSLs
- all boarders are provided with the means to prepare their own food at reasonable times.

Recommended next steps

Leaders should:

- ensure the needs of pupils who have SEND are consistently met
- ensure that risk assessments are consistent, comprehensive and understood by staff
- develop the use of personal tutor time so that pupils engage in productive learning
- strengthen school systems to monitor the progress of pupils so that the performance of key groups of pupils can be considered and appropriate support offered
- ensure that policy documentation, especially that relating to health and safety, reflects that CATS and CSVPA are two separate entities in practice

- develop careers education to broaden the advice given to include non-university and post-university options.

Section 1: Leadership and management, and governance

15. Leaders do not demonstrate the required level of knowledge and skills to meet the Standards effectively. They do not ensure that staff and pupils at CATS are secure in their understanding of safeguarding procedures. Recently introduced software to monitor pupils' use of the internet does not provide relevant staff with immediate alerts. As a consequence, the active promotion of pupils' wellbeing is not consistently pursued by leaders, and pupils are potentially at risk from harm.
16. Leaders do not ensure that the names and contact details of leaders with responsibility for safeguarding at CATS are known by all. Outdated posters are visible in some parts of the school and incorrect details are given to visitors. As a result, pupils, visitors and some members of staff are unable to report safeguarding concerns appropriately.
17. Leaders do not ensure that boarders living on the CATS campus have access to the means to prepare their own food at reasonable times.
18. Boarders enjoy well-maintained and comfortable accommodation and have suitable access to laundry facilities. Leaders provide trained medical practitioners to look after boarders in a well-appointed medical room.
19. Leaders do not ensure that all staff know how to report low-level concerns. There is a suitable record for logging low-level concerns when made. Leaders maintain effective partnerships with external agencies, including the local authority.
20. Governors and school leaders do not ensure that written documentation always reflects that CATS and CSVPA largely operate as separate entities. As a result, staff do not know the best first point of contact to raise maintenance or health and safety concerns.
21. The school's website contains relevant policies and information. Policies are reviewed annually. Parents receive regular updates on the progress of their child, including the requirement to provide parents with an annual written report.
22. There is a suitable three-stage complaints policy which is implemented effectively. Complaints received are handled in a timely fashion. Leaders keep appropriate records and governors maintain oversight of the school's processes for responding to any complaints that arise, including any actions taken and lessons learned.
23. Leaders have risk assessments for health and safety in place, but the risks that have arisen through high staff turnover at CATS, for example, have not been mitigated.
24. The school fulfils the requirements of the Equality Act 2010. A suitable accessibility plan is in place, and leaders, through policies and procedures, promote a culture of inclusivity, respect and tolerance throughout the school.
25. Leaders make the values and aims of the school clear on the website. These values are evident in pupils' approach to their learning and in their positive relationships with their teachers and each other. Leaders are successful in promoting positive relationships in a highly diverse international

community. Pupils welcome the richness of this experience as they learn from and respect each other's cultural differences.

The extent to which the school meets Standards relating to leadership and management, and governance

- 26. Standards are not met consistently with respect to the provision of the means for all boarders to prepare their own food at reasonable times.
- 27. Standards are not met consistently with respect to safeguarding.
- 28. Standards are not met consistently with respect to the safeguarding of boarders.
- 29. As a result, the Standards for leadership, management and governance are not met.
- 30. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

31. Leaders ensure that pupils at CATS and CSVPA have access to well-structured curriculums. Pupils at CATS can choose from 13 subjects at A level and pupils at CSVPA follow a range of level three courses in art and design and performing arts, underpinned by effective schemes of work, which teachers follow to plan their lessons. Pupils make good progress and acquire new skills as a result.
32. Most teachers have secure subject knowledge in their fields. Most teaching is predicated on effective teacher-pupil relationships. The creative and intellectual effort of pupils in performing and visual arts subjects is high due to the expertise and enthusiasm of staff and the effective support most pupils receive. This enables them to develop their own ideas independently as well as in collaboration with others.
33. Some lessons are taught by teachers who are teaching subject content beyond their expertise. Where this is the case, as in mathematics and in some other areas, pupils do not have access to teachers with a suitable level of subject knowledge. This has an adverse impact on pupils' progress.
34. Pupils make good progress because of their well-developed independent study skills and teachers' well-planned lessons. For example, teachers support pupils who speak English as an additional language (EAL) by providing subtitled videos, instructions in Mandarin and subject vocabulary glossaries. In visual arts, pupils following the University Foundation Programme (UFP) produce work of high technical merit that demonstrates considerable personal engagement and dozens of hours of independent work. Pupils show advanced information and communication technology (ICT) skills by displaying their work in electronic format by means of an internet site that they have created.
35. Boarders are well supervised to support their independent study and make effective use of their free time. Pupils settle quickly to tasks and respond thoughtfully to teachers' prompts using vocabulary that is sophisticated for pupils speaking in their second language. Pupils listen attentively to their teachers. Pupils' written work, whether longer pieces of prose or shorter notes or mathematical solutions, is well organised and structured.
36. Leaders have put in place a framework for assessment, which includes frequent formal testing in each subject. Pupils receive targeted feedback and use end-of-assignment feedback, known as 'cognitive wrappers', to engage with their teachers' comments and marks. However, this tracking is at an early stage of development and leaders are not aware of the progress of key groups in the school, such as those pupils who have SEND. There is inconsistency in the use of 'cognitive wrappers' between departments. As a result, tracking and assessment is not fully effective.
37. Careful guidance by leaders means that some pupils are encouraged to follow the UFP in the second year of their sixth-form course if they are at risk of not attaining the highest grades. Those continuing to take A levels achieve highly. Pupils are well prepared for their next steps in education.
38. The needs of pupils who have SEND at CATS are identified and the learning support department provides effective support to pupils. However, teachers do not consistently apply the strategies detailed in pupils' individual plans and as a result pupils who have SEND do not always make the progress expected of them in lessons. This is not the case at CSVPA, where effective teaching of pupils who have SEND leads to good progress.

39. Pupils have access to a variety of visits and activities which meet their needs and interests, including sports. Some of these activities arise because leaders listen carefully to the wishes of pupils to set up new activities, such as a pupil-led robotics club.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 40. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

41. Teachers know their pupils well and the good relationships that follow foster the development of pupils' self-confidence. Teachers provide positive oral and written feedback, thereby promoting self-esteem. Leaders award certificates for academic achievement at the end of each term, further developing self-esteem and encouraging endeavour.
42. However, leaders do not ensure that all boarders have access to the means of hygienically preparing their own food at reasonable times and as a result the school does not meet the National Minimum Standards for boarding schools (NMS) in this regard.
43. Leaders ensure that the curriculum, including personal, social, health and economic (PSHE) education, promotes a high level of respect and tolerance between different nationalities. PSHE is taught in part through 'collapsed days', when the ordinary timetable is suspended, and involves carousels of workshops on topics such as healthy lifestyles, managing risk and consent. Leaders consult with parents on the content of the relationships and sex education (RSE) programme, which meets statutory requirements. Parents understand that they have the right to withdraw pupils under the age of 16 from certain aspects of the programme.
44. Regular lessons in physical education (PE) include visits to off-site sports facilities, such as for badminton, which allow pupils to develop new skills, take up new challenges and offer welcome breaks from academic study, promoting both physical and mental health.
45. In some of the more effective PT lessons, leaders encourage pupils to discuss their different beliefs and attitudes so that spiritual and moral understanding is developed and tolerance and understanding of others is promoted.
46. Leaders have clear expectations of pupils, expressed through behaviour 'stages', which are known and understood by pupils. Leaders take appropriate action when issues of misbehaviour arise and keep appropriate records of misbehaviour and bullying. Pupils are well behaved in lessons and boarders live harmoniously with each other. Bullying is extremely rare. Leaders ensure that an effective anti-bullying strategy is in place and deal promptly with rare cases of bullying when they occur.
47. Leaders organise boarding supervision effectively and boarders have access to adults at all times of the day and night. Boarders form positive relationships with their house parents, with whom they can readily share concerns. Boarders have access to an independent person. Leaders ensure that pupils have good access to support services and that the school is appropriately staffed and boarders supervised effectively at all times.
48. Admission and attendance registers are appropriately maintained. Leaders carefully monitor attendance to look for trends or patterns. Leaders fulfil their responsibilities to the local authority by reporting when pupils join or leave the school at non-standard times.
49. Governors and leaders have effective oversight of health and safety and consult with outside agencies to ensure that the Standards are met. For example, leaders recently commissioned a fire report to ensure the safety of the site. Leaders mitigate the risks from fire through fire doors,

extinguishers, regular fire drills and effective alarm systems. Fire drills are held during boarding time to ensure that boarders are familiar with procedures about safe evacuation.

50. Leaders have a written risk assessment policy in place, and they manage and mitigate health and safety risk appropriately through written risk assessments. Risk assessments are in place for the use of equipment and machinery, educational visits, movement between sites and specific areas of the school, for example. However, the documentation to support this is not comprehensive or consistent and is not systematically retrievable.
51. The school premises and boarding accommodation are maintained to an appropriate standard through regular checks and servicing of equipment. Suitable arrangements are in place to care for pupils who become unwell, and first aid is properly administered by staff who have up-to-date training. Leaders ensure that boarders have access to drinking water and to food.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

52. The National Minimum Standard which requires boarders to have access to the means to prepare their own food at reasonable times is not met.
- 53. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

54. Leaders promote a close and supportive community, where cultural differences between students are celebrated. In this way, the social wellbeing of pupils is developed. There is clear mutual respect between pupils. Pupils demonstrate high levels of respect and tolerance in their dealings with each other.
55. Leaders actively support pupils to acquire social skills through an effective induction programme for boarders. In this way, and through PSHE days, pupils develop their understanding of how to build effective relationships and how successful collaboration with others can result in powerful positive outcomes.
56. By drawing on the different experiences of pupils from different cultures, leaders develop pupils' cultural understanding and respect for other cultures. For example, in PT lessons, pupils consider distinctive aspects of British culture and compare these with different cultural norms.
57. Leaders actively promote fundamental British values, including democracy, the rule of law and individual liberty, through PSHE and PT time. While PT time promotes pupils' social education, some PT lessons do not make good use of pupils' time. Teachers do not always provide activities that lead to sufficient learning for pupils.
58. Leaders encourage a deeper understanding of and respect for people who are different from themselves, or who hold different views, through the RSE programme and through sensitive consideration of the different perspectives, attitudes and experiences that boarders from different countries bring to the school. Posters around the boarding houses point to the need for respect and remind pupils of their responsibilities towards each other.
59. Leaders provide pupils with effective careers guidance to support them in their choices for university. As a result, most pupils successfully gain entry to their first choice of university. However, there is insufficient advice for non-university study or future careers post-university.
60. Leaders help pupils to prepare well for life after school and to take responsibility, which pupils willingly accept. Boarders do their own laundry and those in the boarding house for pupils who are aged over 18 prepare some of their own meals, using a well-equipped kitchen. Boarders have a balance of free time and directed activities, as well as a range of visits and weekend activities which they can choose if they wish. Pupils use their free time responsibly by playing basketball, practising their instruments, reading or socialising with friends. In this way, pupils are taught to accept responsibility.
61. Pupils are encouraged by school leaders to support the local community. This year pupils took part in an art workshop with a local primary school, selling roses for a charity during Valentine's Day, and have initiated fundraising activities after natural disasters, such as the recent earthquake in Myanmar. This encourages pupils to consider the world outside their own community.
62. A large number of pupils study economics or business studies and their economic understanding is highly developed. Teachers give opportunities to pupils to extend their economic awareness in

discussions about exchange rates, depreciation of currency and tariffs on the profits of a business. All pupils learn about basic finance and how to manage money through PSHE.

63. Leaders have recently introduced a house system. Pupils learn about and practise democracy in action through elections for heads of house and their deputies. A similar process is used to elect PT representatives who come together as the school council.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 64. All the relevant Standards are met.**

Safeguarding

65. Safeguarding procedures are not implemented in a systematic way. Leaders do not ensure that a robust culture of safeguarding is embedded at CATS. Systems and processes at CSVPA are secure.
66. Leaders do not ensure that all pupils are familiar with the names of the DSL team because some posters in the CATS building do not properly identify current safeguarding team members. DSL posters in Varsity House do not make it clear that there are different safeguarding teams in CATS and CSVPA and so pupils are not sure to whom they should report a concern.
67. Information given to visitors contains out-of-date details, meaning that they would not be able to report concerns appropriately. Leaders do not ensure that all members of support staff know to whom they should report a safeguarding concern.
68. Safeguarding leaders are trained to an appropriate level and have a secure knowledge of local thresholds. Governors are trained in their safeguarding responsibilities; however, their oversight has not been effective in ensuring that the school meets the Standards.
69. Leaders do not ensure that safeguarding records are maintained accurately. Incidents that have been reported by pupils at CATS are not always recorded appropriately. Pupils do not always receive a response when safeguarding issues are raised.
70. Leaders do not ensure that all staff are familiar with their responsibilities with regard to the reporting of low-level concerns and their duties in relation to reporting radicalisation or extremism. Leaders do not ensure that all staff have the necessary knowledge and understanding of statutory safeguarding guidance.
71. Although new filtering and monitoring software is in place, leaders do not ensure that arrangements are sufficiently detailed to meet the statutory requirements. Weekly monitoring reports lack detail of what pupils have been searching for and there is no mechanism for immediate reporting when an incident is classed as high risk.
72. All required pre-employment safeguarding checks on staff, volunteers and governors are completed before employment begins. The school's single central record (SCR) of appointments is accurately maintained and checked by leaders and governors. Well-maintained staff files contain the required information. Leaders and governors are trained in safer recruitment and regularly review the recruitment and safeguarding policies, which are amended to reflect contextual risks or changes to statutory guidance.

The extent to which the school meets Standards relating to safeguarding

The Standards relating to the safeguarding of pupils and boarders are not met.

73. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.3	There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
NMS 6.3	In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.

Safeguarding

The following Standards in this section of the Framework are not met.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87 (1) of the Children Act 1989 applies in relation to a school, the standard is met if the proprietor ensures that –
8(a)	arrangements are made to safeguard and promote the welfare of boarders whilst they are accommodated at the school; and
8(b)	such arrangements have regard for the National Minimum Standards for Boarding Schools, or where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for the Accommodation of Children under Eighteen for Further Education Colleges.
NMS 8.1	The school should ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
NMS 8.2	that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.

School details

School	Cambridge Arts and Sciences (CATS and CSVPA)
Department for Education number	873/6022
Address	Cambridge Arts and Sciences 1 High Street Chesterton Cambridge Cambridgeshire CB4 1NQ
Phone number	01223 314431
Email address	registrar@catscambridge.com
Website	www.catscambridge.com
Proprietor	CGS Administrative Services Limited
Chair	Mr Robert Niu
Headteacher	Dr Hugh McCormick ²
Age range	14 to 19
Number of pupils	543
Number of boarding pupils	208
Date of previous inspection	April 2023

² Cambridge Arts and Sciences (CATS and CSVPA) consists of CATS Cambridge and Cambridge School of Visual and Performing Arts (CSVPA). Operational leadership duties between CATS Cambridge and CSVPA are delegated. The Headteacher of CATS Cambridge is Dr Hugh McCormick. CSVPA operates under separate delegated leadership within the wider CATS group leadership structure.

Information about the school

74. Cambridge Arts and Sciences consists of CATS Cambridge and its sister school, Cambridge School of Visual and Performing Arts (CSVPA). Both schools are co-educational international schools, located on three sites in the city of Cambridge. Since the previous inspection a new headteacher of CATS Cambridge was appointed in July 2024. Cambridge Arts and Sciences (CATS and CSVPA) is registered with the Department for Education as one institution but largely operates as two separate entities.
75. The schools are owned by CATS Global Schools, which has six schools in the United Kingdom and one in Boston in the United States. The directors of CGS (the proprietor) form the governing body with the Chief Executive Officer as the chair. The schools offer a range of courses: CATS primarily offers GCSE, A level and the CATS University Foundation Programme, and CSVPA offers foundation and further education courses for the arts.
76. Both schools, which are inspected as one entity, offer day and boarding places. Pupils aged under 18 are accommodated in Elizabeth House on the CATS Cambridge campus in Chesterton. Older pupils live in Montague Lodge or Varsity House. CSVPA pupils are accommodated in Varsity House and Batim House.
77. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
78. The school has identified English as an additional language (EAL) for 215 pupils.
79. The school states its aims are to provide the best of conditions in which pupils develop as highly effective and enthusiastic lifelong learners, who know themselves and who are prepared to work hard to become their preferred versions of themselves.

Inspection details

Inspection dates

29 April to 1 May 2025

80. A team of eight inspectors visited the school for two and a half days.

81. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of personal tutor periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

82. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net